DOCUMENT RESUME

ED 469 190 CE 083 626

AUTHOR	Shluker, Jamie
TITLE	How the Business Community Can Enhance School Leadership. Successful Strategies.
INSTITUTION	Business Coalition for Education Reform.
PUB DATE	2000-00-00
NOTE	25p.; Written with support from Andrew Alfers, Karen Larson, and Peggy Siegel. Publication draws from the national teleconference "Enhancing Principals' Management Skills with Business Support," a national teleconference sponsored by the JCPenney Leadership Institute on School Improvement.
AVAILABLE FROM	For full text: http://www.bcer.org/projres/Lead.pdf.
PUB TYPE	Guides - Non-Classroom (055) -- Reports - Descriptive (141)
EDRS PRICE	EDRS Price MF01 Plus Postage. PC Not Available from EDRS
DESCRIPTORS	Academic Achievement; *Administrator Evaluation; Administrator Qualifications; Definitions; Educational Administration; Educational Needs; Educational Quality; Evaluation Methods; Guidelines; Incentives; Leadership; *Leadership Training; *Management Development; Mentors; Motivation Techniques; Organizational Development; Organizational Effectiveness; *Partnerships in Education; Performance Based Assessment; *Principals; Productivity; Professional Development; *School Business Relationship; Secondary Education; Team Training; Teamwork; Total Quality Management; Training Methods
IDENTIFIERS	*Best Practices; Customer Services; *High Performing Schools

ABSTRACT

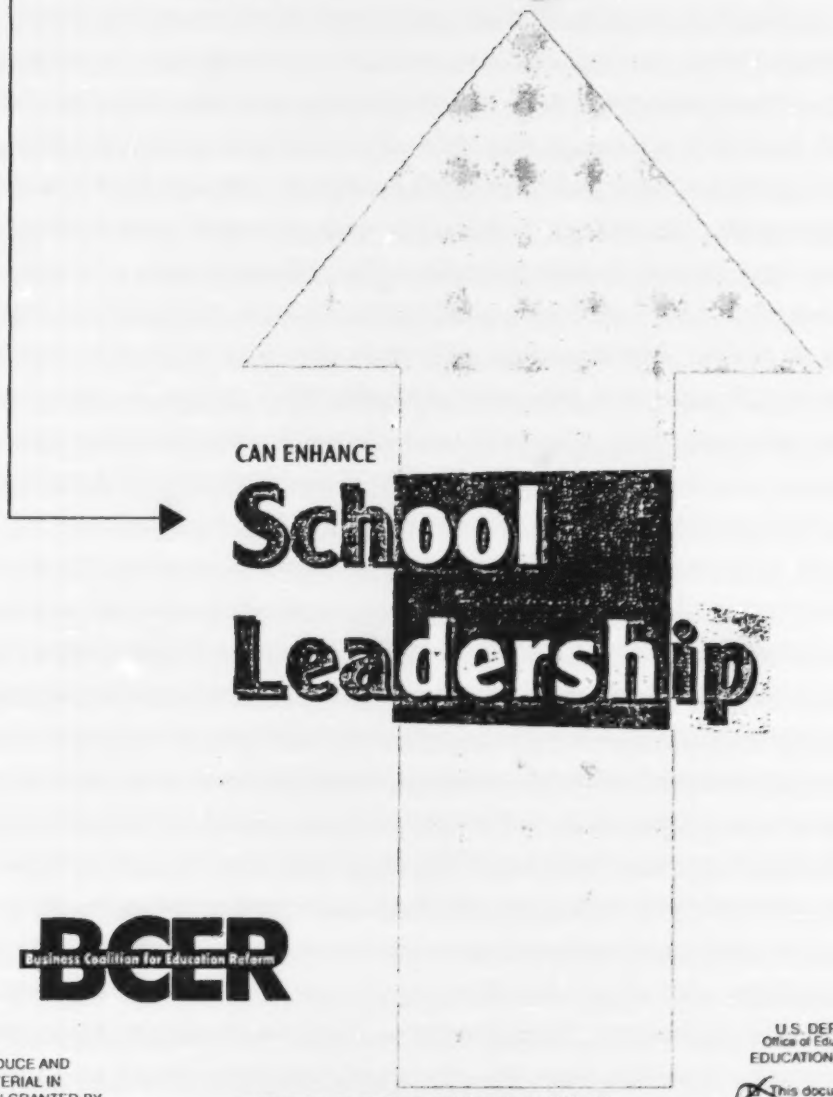
This document explains how the business community can enhance school leadership by helping school principals develop the same executive leadership and professional qualities that are required of chief executive officers. The introduction describes the role of the principal in high-performing schools as follows: (1) engage all members of the school community in articulating the school's goals and developing strategies to meet them; (2) assess the needs of the school's most important internal and external customers; (3) align the school's resources with a strategic plan to meet those needs; and (4) assume responsibility for students' achievement and organizational improvement. The booklet begins by describing the leadership challenges confronting education. The following strategies for businesses seeking to become involved in school leadership development are discussed: (1) understand the context within which school leaders operate; (2) form win/win partnerships; (3) use resources to contribute to leadership development for educators; (4) become proactive in attracted talented managers; (5) encourage productivity with performance evaluations and incentives; (6) provide principals with opportunities for ongoing professional development; and (7) use quality criteria to improve organizational performance. Examples of how employers are helping schools with leadership development are highlighted throughout the booklet. A total of 15 resource organizations and publications are listed. (MN)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 469 190

HOW THE

Business Community



CAN ENHANCE

School Leadership

BCER
Business Coalition for Education Reform

BEST COPY AVAILABLE

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

S. Dunphy

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

2B

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

CE083626

As part of the "Successful Strategies" series, this Business Coalition for Education Reform (BCER) publication provides business leaders and coalitions with information and resources they can use to promote educational leadership development in their own communities. This booklet draws from "Enhancing Principals' Management Skills with Business Support," a national teleconference focused on principal leadership, sponsored by the *JCPenney Leadership Institute on School Improvement*.[1] This booklet also includes input and suggestions drawn from interviews conducted by the National Alliance of Business with school principals from across the United States.

The National Alliance of Business would like to thank the following individuals for reviewing and providing valuable feedback on a draft of this document: Dinah Bryant, Motorola University; Dr. Allen Cawley, Georgetown College; Dr. Nancy Giberson, San Diego County Office of Education; Merrie Hahn, National Association of Elementary School Principals; Ray Lemley, National Association of Secondary School Principals; Maggie McNeely, U.S. Department of Education; Dr. Joseph Murphy, Vanderbilt University; Neil Shipman, Council of Chief State School Officers; and Carolyn Witt Jones, Partnership for Kentucky Schools.

Primary research and writing for this booklet was completed by Jamie Shluker, with support from Andrew Alfers, Karen Larson, and Peggy Siegel. For more information about the "Successful Strategies" series or additional BCER resources, please contact Karen Larson (202/289-2903) or Shannon Dunphy (202/289-2918) at the National Alliance of Business. Also, visit our web-site – **www.bcer.org** – to learn more about the BCER.

[1]The Institute was created and jointly managed by JCPenney and the National Alliance of Business, with participation from the U.S. Chamber of Commerce, to improve the quality of education for Americans by customizing and applying business expertise to various facets of school management and decision-making. It produced seven national teleconferences between 1995 and 1999.

BEST COPY AVAILABLE

Assessing School Leadership In a New Way

The notion of business leadership has changed in the past decade. No longer does a single figurehead dictate the direction in which his or her firm will head. Today an effective leader employs a team-oriented approach to management. A team-oriented approach encourages individuals at all levels in the organization to collaborate in identifying the organization's mission and goals, developing creative strategies for meeting goals, and determining appropriate measures of success.

The notion of school leadership is changing as well. Research shows that the key to high-performing schools is strong leadership. Furthermore, reform efforts are pushing schools to assume greater decision-making responsibility. This increased responsibility requires principals to exhibit the same executive leadership skills and professional qualities that are required of CEOs. The role of the principal in high-performing schools is to:

"I was talking with a business leader and I said, 'A leader has to be a keeper of the vision, not the creator of the vision. A leader has to be the driving force behind the vision.' The business leader remarked, 'You sound just like a CEO.' I said, 'I am a CEO."

— **Brad Board**
Principal
Deephaven Elementary School
Deephaven, Minnesota

- **Engage** all members of the school community – school administrators, teachers, parents, students, and the public – in articulating the school's goals and developing strategies to meet those goals;
- **Assess** the needs of the schools most important internal and external customers – students, parents, employers, colleges/universities, and taxpayers;
- **Align** their school's resources with a strategic plan to meet those needs; and
- **Assume** responsibility for the students achievement and organizational improvements.

Too many school leaders are experts in instruction, but lack access to the requisite management training and experience. Business leaders, based on their own experience, can share their management expertise with school leaders, and who can then use this knowledge to accelerate education improvement.

BEST COPY AVAILABLE

Today, large and small companies are launching leadership development initiatives across the nation. Business contributions – especially hands on participation – are accelerating school improvement. The most successful business partners align their individual expertise to meet the precise needs of schools in their communities. Some ways that businesses are helping develop strong school leaders include:

"Leadership is one of the four most significant variables in effective schools."

— **Dr. Joseph Murphy**
Chair, Interstate School Leaders Licensure Consortium
Professor, Peabody College at Vanderbilt University

- Developing and hosting intensive leadership training opportunities for school leaders;
- Training school leaders in quality management practices; and
- Producing a series of national teleconferences to teach education and business leaders how to form successful partnerships.

This Successful Strategies booklet provides an overview of the business role – current and potential – in developing and sustaining education leaders. the contents:

1. Describe the leadership challenges confronting education;
2. Outline various strategies for getting involved in school leadership development;
3. Highlight examples of how employers are helping schools with leadership development; and
4. Offer advice to help business leaders maximize their impact on improving school leadership.

While this booklet focuses mainly on school principals, business leaders can also contribute to leadership development for other education administrators. For example, programs described in this booklet are either planning to or already offer leadership development opportunities for school superintendents and school board members.

Opportunities abound for you to impact your community's schools – your involvement is crucial.

School Leadership: More Important Than Ever Before

Just as business must meet the demands of a global economy, schools must meet the needs of a global society. Research shows and business knows that the key to a high-performing organization is strong leadership. This section outlines the expectations and challenges that school leaders now face, offers a strategy for enhancing school leadership, and suggests that business leaders, experienced with managing in a changing environment, can help school principals maximize their leadership potential.

School Leaders: Expectations and Challenges

Reform efforts are pushing schools to assume greater decision-making responsibility.

Increasingly, school systems are adopting quality management practices that localize decision-making. Additionally, numerous state legislatures are enacting school-based decision-making policies that decentralize key management responsibilities. These policies place greater responsibility on the shoulders of school principals.

- To date, at least five states – Colorado, Florida, Kentucky, North Carolina, and Texas – have mandated some form of school-based management in every school; and
- Hundreds of school districts – including Chicago, Miami, Los Angeles, San Diego, and Rochester, N.Y. - are implementing some form of participatory decision-making.

There is increasing demand on schools and students for accountability and high performance.

As chief executive officer of the school, the principal must lead his or her organization in becoming a high-performing school.

- States set high standards for schools. Forty-nine states and the District of Columbia have set academic standards for their students. Sixty-six percent of school principals report that their schools assess their own school improvement efforts using performance standards;
- Nineteen states hold schools accountable if too many of their students cannot pass high-stakes examinations. For example, in Virginia, a school's accreditation will depend on having at least 70 percent of its students pass state tests;

BEST COPY AVAILABLE

- Thirty-six states assign grades to schools, based on performance, which are then reported to the public;
- Florida lawmakers recently passed a bill that allows students at schools that fail to meet the state's academic standards to receive vouchers to attend any public, private, or religious school in Florida. Florida was one of at least 15 states considering voucher proposals in 1999;
- The Clinton Administration and governors of at least six states are calling for an end to social promotion in schools, which will require schools to work harder to ensure that students master the materials necessary to advance to the next grade; and
- Twenty-three states have enacted legislation that allows the state to take over the management of low performing school districts.

School principals must meet increasingly high expectations from the public.

"The principal is responsible for creating a climate where the school population feels a sense of belonging and students feel included."

— Ronald Areglado
Principal
Charlestown Elementary School
Rhode Island

The public expects schools to have strong leadership from a dynamic, visionary principal working in a partnership with parents, faculty, students, and members of the school community. Therefore, states are meeting this expectation by adopting rigorous certification and re-certification requirements for administrators. *(See the sidebar on standards on the following page.)*

School principals must fulfill several responsibilities simultaneously.

- **Instructional leadership**: Principals must lead teachers in achieving their schools' primary purpose - learning. Principals need to know how children learn and how educators should teach. Principals also need to create a school environment that is conducive to learning;
- **Administrative leadership**: Principals are the chief executive officers of their schools. They need to know how to be effective managers of programs, dollars, and people; and
- **External leadership**: Principals are the spokes people for their schools. They must deal with multiple constituents who often disagree - parents, legislators, school boards, education organizations, and the media. Principals must develop partnerships with business and community organizations, and advocate for their schools when faced with declining public or financial support.

USING STANDARDS TO UPGRADE THE QUALITY OF SCHOOL LEADERSHIP

After substantial research linked educational leadership to productive schools and positive outcomes for students, a consortium of states and professional associations for educators jointly developed common, national standards for school leaders. They also created an examination, the School Leaders Licensure Assessment (SLLA), for state licensure of school principals. Crafted by the Interstate School Leaders Licensure Consortium (ISLLC), a program of the Council of Chief State School Officers, the standards and examination identify a common core of knowledge, attitudes, and values necessary for effective school leadership.

Over 30 states have included the standards in their administrative codes or are adapting their administrative codes to incorporate the standards. Within two years, ISLLC and the Educational Testing Service anticipate that 10 to 16 states will require that school principals take the SLLA to gain the right to practice their profession.

In Maryland, the State Board of Education adapted a section to its administrative code, requiring that Maryland educators pass the SLLA test in order to practice as principals. Other Maryland regulations require that principals be re-certified every five years, and that to be re-certified, principals must develop their own professional development plans and show that they are progressing according to that plan.

For more information about the ISLLC Standards for School Leaders, contact Neil Shipman, Director of ISLLC, Council of Chief State School Officers, One Massachusetts Avenue, NW, Suite 700, Washington, DC 20001; phone: 202/336-7038 or visit the ISLLC web-site at: www.ccsso.org/isllc1.html.

School principals must contend with multiple management challenges.

Principals must exercise leadership within an unstable, often contentious political environment. Their bosses, the school superintendents, are leaving their jobs at an astounding rate: a 1993 *Education Week Journal* study of superintendents in urban schools estimated that the average tenure for these administrators is only two years.

School leaders must also contend with teacher shortages: experts predict that over the next decade, the United States will need two million new teachers. Although the teacher shortage can be partially attributed to retirement, some experts suggest that attrition outweighs retirement as a cause of teacher shortages.

Part of the attrition problem may be attributed to the working environment within the school. U.S. Department of Education data show that a startling 49 percent of teachers who left in recent years cited either job dissatisfaction or the desire to pursue another career. As leader of the school, faculty, and staff, the school principal has a significant effect on the school environment and whether teachers stay or leave.

"We are being hard pressed to fill all our administrative positions. It's a difficult and demanding job, and the relatively small pay increase coupled with the headaches that come with it... well, we just have fewer people coming to us saying, 'I want to be an administrator.'"

— Edward Kelly
Superintendent
Prince William Public Schools
The Washington Post, June 5, 1999

There is another problem – not enough principals. Much public attention has focused on the looming teacher shortage as many teachers from the "baby boom" generation retire over the next ten years, but little thought has been given to the potential for a principal shortage. According to the National Center for Education Statistics, over half of the nation's public school principals will have departed by the end of the 1990's. This means that new, trained administrators must replace over 39,000 principals.

Meeting the Challenges: Strengthening School Leadership

Clearly, strong principal leadership is essential in order to meet these leadership challenges. Leaders of high-performing organizations must be able to:

- Engage all members of the organization in articulating the organization's goals and mission and developing strategies to meet those goals;
- Continually assess and respond to the needs of the organization's most important customers;
- Align all of the organization's resources towards achieving the organization's mission; and
- Assume responsibility for the organization's performance.

Business Can Play an Important Role

Strong school leadership is essential, but many school principals admit that they lack the requisite management training and experience to exercise strong leadership. In fact, in 1996 38 percent of school principals reported that inadequate professional development for principals impaired their ability to help their schools meet high standards.

Businesses can play an important role in helping principals address the increasing demands of school leadership by sharing their expertise in managing high-performing organizations.

CHANGES IN THE LEADER'S ROLE IN A HIGH-PERFORMING ORGANIZATION

	Traditional Organization	High-Performing Organization
Leader's Role	Leaders direct and order. Employees take directions and follow orders.	Leaders provide structure and information, facilitate meetings, teach, coach, and guide. Employees inquire, learn, and participate actively in problem solving and decision-making.
Locus of Responsibility	Leaders are solely responsible for performance of their organizations.	The organization as a team is responsible for its performance.
Problem Solving	Problems are either solved by leaders who make their decisions with limited employee input, or they are not solved at all. Leaders are responsible for monitoring and follow-up.	Problems are routinely discussed, debated, and prioritized by the entire team. Action plans to solve problems are developed through group consensus. The team monitors the results of action steps and takes follow-up actions as decided by the group.
Internal and External Relationships	Leaders are responsible for monitoring both internal and external group relationships. Everything that happens is their responsibility.	Leaders spend more time managing their relationships with external groups to ensure that the team has the external resources to support the achievement of its objectives. Employees assume increased responsibility for monitoring their own behavior.

Adapted from "Enhancing Principals' Management Skills with Business Support," JCPenney Leadership Institute on School Improvement Number Three, ***Participants Guide****, page 2.*

BEST COPY AVAILABLE

Improving School Leadership: The Business Role

Businesses nationwide are supporting education to develop top managers capable of leading high-performing schools. These businesses are partnering with groups such as state and local business coalitions, education foundations, schools of management, colleges of teacher education, and professional organizations for educators, to offer professional development opportunities for education leaders. This section shares lessons learned by business leaders and educators who have initiated and engaged in professional development opportunities for education leaders. It also highlights examples of existing school leadership development programs.

"A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment."

— **Standards for School Leaders**
Interstate School Leaders Licensure Consortium (1996)

Lessons Learned: Understand the Context within Which School Leaders Operate

Before getting involved in professional development for educators, it is crucial that businesses understand the context within which school leaders operate. Business leaders who address the specific skill needs of school leaders can better contribute to meeting those needs.

Form Win/Win Partnerships

The best partnerships are those in which each partner learns about and from the other: the business partner gains a greater understanding of the challenges facing education, and the education partner improves his or her management skills with hands-on participation and exposure to successful business practices.

Use Resources to Contribute to Leadership Development for Educators

Businesses are actively sharing their leadership expertise and management experiences using different approaches. Some examples are listed over the next nine pages.

BEST COPY AVAILABLE

GIVING LEADING CITIZENS THE CHANCE TO BE PRINCIPAL FOR A DAY IN NEW YORK CITY

The *Principal for a Day* program (PFAD) was developed in 1994 to mobilize private-sector involvement in New York City's public schools by recruiting professionals to spend a full day alongside a public school principal. The objective of the program is to spur participation in public education and cultivate effective advocates for school improvement who understand both the strengths and challenges of their school system. Each visit is a unique experience: past participants have delivered morning announcements, addressed student assemblies, taught classes, examined school technology, met with the student council, and discussed their profession with students and faculty.

PFAD attracts professionals from all areas, including prominent business leaders, journalists, publishers, elected officials, and celebrities, as well as hundreds of small-business owners, mid-level executives, lawyers, media commentators, and others from the private and public sectors. Participants have included Hillary Rodham Clinton; journalists Jane Pauley and Leslie Stahl; entertainers William Baldwin, Bill Cosby, and Michael Douglas; publishers Arthur Sulzberger, Jr. and Mort Zuckerman; as well as the CEOs of Merrill Lynch, NBC, Prudential, and other major corporations and financial institutions. PFAD also represents a broad geographic and ethnic cross-section of New York City. Inspired by their experiences and motivated by the scale of the challenges, these participants often go on to become committed contributors to public education and effective advocates for school improvement.

Principal for a Day is directed by PENCIL (Public Education Needs Civic Involvement in Learning). Several communities, including Chicago and Los Angeles, have consulted with PENCIL to implement their own PFAD program. For more information about Principal for a Day, contact Suzanne Immerman, Director of PFAD at PENCIL, Park Avenue Plaza, 55 East 52nd Street, New York, NY 10055; phone: 212/909-1720; or visit PENCIL's web-site at www.pencil.org.

Recruiting for Excellence

Many successful businesses are proactive in attracting talented managers. School districts, especially low performing ones, are often limited in the knowledge and resources necessary to actively pursue the best-qualified candidates.

Businesses can help schools hire the best principals by:

- Assisting educators in developing recruitment and selection processes; and
- Ensuring that these processes take into account the requirements necessary to be a successful principal.

BEST COPY AVAILABLE

TRAINING BUSINESSES AND SCHOOLS TO FORM SUCCESSFUL PARTNERSHIPS FOR LEADERSHIP DEVELOPMENT

The *JCPenney Leadership Institute on School Improvement* was a series of seven national teleconferences from 1995 to 1999 designed to bring together educators and business leaders nationwide to learn about successful partnerships and to use this awareness to reinforce their own local school reform efforts. JCPenney and the National Alliance of Business founded the *Leadership Institute*. This partnership:

- Focused on making business leaders better partners by enriching their knowledge of how schools operate; and
- Applying business expertise to various facets of school management and decision-making.

"Enhancing Principals' Management Skills with Business Support" was the third teleconference in this series. The session emphasized designing comprehensive, systemic approaches to professional development for educational leaders. The objective of the teleconference was to help participants:

- Better understand the critical role of the principal as school leader and how the role of principal is changing under education reform;
- Learn how to define the knowledge and skill base required in the principal's new role in their own school districts;
- Recognize that professional development programs are the primary mechanism for incumbent principals to obtain the knowledge and skills to perform as effective leaders;
- View professional development within a systemic, organizational framework and be able to use elements of this framework to improve principals' professional development; and
- Obtain the tools to support business/education partnerships that enrich the professional development of principals.

A video of this and other teleconferences in the series, as well as written materials, are available. For a copy, write to JCPenney Community Relations, P.O. Box 10001, Dallas, TX 75301-8101.

ENCOURAGING HIGH PERFORMING LEADERS WITH MONETARY REWARDS

In the *Breakthrough for Learning* program, launched in 1998 by the New York City Board of Education and the New York City Partnership & Chamber of Commerce, schools, principals and teachers earn financial rewards if they meet or exceed clearly defined expectations of student performance. If a school reaches performance targets in reading and math, the educators receive monetary rewards ranging from up to $2,000 for teachers to as much as $15,000 for principals and $30,000 for superintendents, and the school receives a discretionary grant.

Breakthrough for Learning is a business-education partnership that:

- Offers principals and teachers professional development opportunities to help participants meet the targets;
- Focuses the program on student and school needs. It uses benchmark assessment data to determine expectations that schools and educators must meet to receive the monetary rewards; and
- Works with top-level executive search firms like Spencer Stuart and organizations such as Teach for America to design an aggressive, private-sector style recruitment and marketing strategy to attract principals to low-performing school districts.

For more information about *Breakthrough for Learning*, contact Stefan Pryor, Director of *Breakthrough for Learning* at the New York City Partnership & Chamber of Commerce, One Battery Park Plaza, New York, NY 10004-1479; phone: 212/493-7517, or visit their web-site at www.nycp.org.

Encouraging Productivity with Performance Evaluations and Incentives

Performance evaluations and incentives are common ways that private sector organizations encourage increased productivity of their employees. In contrast, performance evaluations in education are too often formal, bureaucratic exercises rather than opportunities for learning and professional development. Furthermore, most schools do not use performance incentives to improve job performance, but instead tie salary increases strictly to seniority and years of tenure.

Businesses can help school districts maximize the job performance of their employees by:

- Working with districts to develop meaningful performance evaluations of school faculty and staff;
- Demonstrating to schools the importance of performance incentives, and working with schools to develop appropriate incentives; and
- Providing funding to help schools offer financial rewards for meeting specific performance incentives.

A FORUM FOR BUSINESS AND SCHOOL LEADERS TO SHARE BEST PRACTICES

Realizing that business-education relationships should be mutually beneficial partnerships, the *Principal Peer Exchange Network* in Kentucky includes representatives from both local corporations and schools. These individuals meet in regular sessions to share their best practices. The corporate-sector best practices focus primarily on business processes, particularly relationship marketing, self-directed work teams, exceptional customer service, fundraising, finance, and personnel strategies. Educators present on topics ranging from school climate to instruction techniques to community involvement.

The objectives of the *Principal Peer Exchange Network* are to:

- Introduce school leaders to business ideas that could be useful in an educational setting; and
- Provide networking opportunities for leaders from both sectors.

Initiated in January 1997 by Georgetown College and the Partnership for Kentucky Schools, corporate participants have included James N. Gray Construction Company, Thomas & King, and Toyota Motors Manufacturing/Kentucky.

For more information about the *Principal Peer Exchange Network*, contact Carolyn Witt Jones, Executive Director of the Partnership for Kentucky Schools, 600 Cooper Drive, Lexington, KY 40502; phone: 606/455-9595; or visit their web-site at www.pfks.org.

Providing Rich Professional Development Opportunities

High performing companies recognize the value of continuing education and professional development as an integral piece of developing high quality leadership. Specifically, these companies value and promote:

- **Pre-service training:** In the private sector, new managers often receive hands-on training before entering management positions. In interviews, school principals agree that only first-hand experience during a preparation program will really prepare principals for the realities of the job. Yet several of these principals express concern that most candidates in principal preparation programs are part-time students holding down full-time jobs and do not have the time to devote to shadowing principals.
- **Orientation:** In the private sector, successful businesses may offer orientation programs to new managers as a way to introduce the new manager to the department or facility and to support the manager in his or her new position. A principal starting at a new and unfamiliar school may find it very helpful to receive an orientation to the district and school and intensive introductory training.

BUSINESS EXPERTISE IN LEADERSHIP DEVELOPMENT SUPPORTS PROFESSIONAL DEVELOPMENT FOR PRINCIPALS

The objective of the *Motorola Executive Leadership Institute* (ELI) is to train school principals to be skilled agents who can foster and manage change. ELI is a five-day, customized version of the *Motorola Manager of Managers Program*, a 40-hour training session that focuses on what Motorola's CEO expects from the company's leaders. Motorola co-sponsors ELI with the state principals associations in Arizona, Illinois, Iowa, Massachusetts, New Mexico, and Texas. ELI is designed to increase principals' knowledge and skills in four leadership areas:

- Developing a vision for the future for the school;
- Valuing and capitalizing on the diversity of organization members' ideas and strengths;
- Modeling and encouraging innovative thinking; and
- Leading by influencing and supporting others, taking risks, giving up control, trusting others, and championing change.

Motorola recruits and trains the ELI facilitators and hosts the training. The state principals associations recruit and select the principals who participate and provide ongoing networking opportunities for participants. Specifically, ELI:

- Applies Motorola's specific expertise to address a need in education reform. ELI purposely focuses on leadership development, an area where Motorola has experience and expertise, rather than attempting to address the full range of principals' responsibilities;
- Develops a curriculum based on the skills and knowledge essential for effective principals. ELI uses a process called DACUM, which brings together a team of experienced incumbents, and often their supervisors and directly reporting staff, to describe the skill competencies required for the job under study. This team designs training sessions and follow-up activities that reinforce development of requisite leadership skills; and
- Involves key stakeholders in evaluating the ELI program. The ELI Design Team, which includes representatives from Motorola University, the Illinois Principal's Association, and former ELI participants, uses internal and participant feedback to continuously improve the curriculum and to plan follow-up reinforcement and networking activities.

For more information about Motorola University's *Executive Leadership Programs*, contact Dinah Bryant, 847/538-7465 or Diane Weaver, 847/538-9389.

- **Ongoing Professional Development:** Every manager must respond to change by learning new skills, and the best companies in the private sector offer their leaders ample learning opportunities. The Business Roundtable suggests that companies spend a substantial portion – at least three percent - of their payroll on professional development.

QUALITY AND CUSTOMER SERVICE BECOMES THE FOCUS OF SANTA CRUZ SCHOOLS

The *Santa Cruz County Educational Leadership Consortium Academy* focuses school reform efforts on meeting customer needs - what parents and students want - to improve the school's product - student learning. Local professionals experienced in quality management work with educational leaders to combine the best of business and education management practices, like focusing on the customer, to improve student achievement.

The *Academy* was launched in 1995 by the Granite Rock Company of Watsonville, a recipient of the prestigious Malcolm Baldrige National Quality Award, in partnership with the Santa Cruz Office of Education and twelve schools representing every district in the county.

Leadership teams from twelve schools work with Granite Rock Company trainers to create school-wide classroom reform. Keeping with the philosophy that the customer comes first, school leaders survey their communities to assess needs and choose focal points for reform. In the first year of the academy, professionals from the Granite Rock Company taught school leaders how to develop customer satisfaction surveys, analyze data, and encourage feedback. Additionally, the Granite Rock Company gave each participating school $2,000 to help pay for surveys.

For more information about the *Santa Cruz County Educational Leadership Consortium Academy*, contact Dr. Diane K. Siri, County Superintendent of Schools, at the Santa Cruz County Office of Education, 809-H Bay Avenue, Capitola, CA 95010; phone: 831/479-5220; or visit their website at www.santacruz.k12.ca.us/coe/ed-svc/sccelca.

Changes in education and the school community also require principals to learn new skills, but many districts do not provide enough formal professional development opportunities. One principal complained that his professional development is "on his own dime, on his own time."

In interviews, principals contacted for this publication identified technology, management and leadership best practices, and public relations as key areas in which they would like more professional development.

Businesses can help school communities continuously support and improve the skills of their leaders by:

- Providing scholarship funds to support education administration students while they engage in principal internships;
- Helping educators design and implement effective orientation and training programs for new principals;

SUPPORTING PRINCIPALS THROUGH MENTORING

The Partnership in Education *Executive Mentoring Program* (EMP) supports mentorships of Dallas Public Schools principals by experienced business executives. Six business executives and six school leaders meet monthly as a team to share information on management and leadership. Additionally, the school leaders meet with their business leader partners outside of the monthly meetings for support and feedback.

New principals may find mentors to be beneficial since many principals assert that principal preparation programs are inadequate in preparing them for some of the harsh realities of the job. Even experienced principals may appreciate mentoring programs because their jobs often keep them isolated, and mentoring can provide them with support and feedback that they may not be able to get elsewhere.

EMP began with Shaunna Sowell, Vice President at Texas Instruments, and Judy Zimny, Principal of L.L. Hotchkiss Elementary School. In 1999, the Dallas Chamber of Commerce asked them to use their lessons learned to help existing business-education partnerships and facilitate the forming of new partnerships.

EMP is a business-education partnership in which:

- The stakeholders work together to develop a strategic plan for expanding the mentoring program;
- EMP establishes guidelines for the mentoring relationship, criteria for selecting executive participants, and a success profile for principal participants; and
- EMP has defined an overall mentoring process and system. Additionally, EMP trains its mentors.

For more information about the *Executive Mentoring Program*, contact Shaunna Sowell, Vice President, Texas Instruments, 8330 LBJ Freeway, MS 8363, Dallas, TX 75243; phone: 972/997-2900 or Judy Zimny, Principal of L.L. Hotchkiss Elementary School, 6929 Town North Drive, Dallas, TX 75231; phone: 214/553-4430.

- Sharing best management practices with school principals;
- Making their own employees, facilities, and training sessions available to train school principals in areas such as managing change and team building , community relations, budgeting, technology, and goal setting;
- Providing ongoing support for school principals by serving as mentors; and
- Helping educators to identify the changes in knowledge and skills required for successful performance as a principal.

SCHOOL LEADERS RECEIVE TOTAL QUALITY MANAGEMENT TRAINING IN MINNESOTA

Congress established the Malcolm Baldrige National Quality Award in 1987 to recognize achievements of U.S. companies and to raise awareness of the importance of quality and performance excellence to the national economy. In 1998, Congress extended Baldrige award eligibility to the education sector, to encourage schools to reach world class standards of achievement in product and service quality, productivity growth, customer satisfaction, reduced operating costs, and improved responsiveness.

The *Quality Leadership Academy* strives to make Minnesota schools world class by deploying a team of business and education leaders educated in Baldrige-Quality improvement to train school leaders statewide. This year, it offered a pilot training program that taught principals and teachers the Baldrige framework and core quality values. Following the training, the trainers assisted participants in developing and implementing school plans for using a quality approach to drive improvement efforts.

For more information about the *Quality Leadership Academy*, contact Zona Sharp-Burk, Executive Director of the Minnesota Academic Excellence Foundation, 1500 Highway 36 West, Roseville, MN 55113-4266; phone: 651/582-8476 or visit the MAEF web-site at www.stcloud.msus.edu/~maef.

Using Quality Criteria to Improve Organizational Performance

Many top businesses have been using quality practices and processes since the 1980's to improve organizational performance. These companies focus their efforts on anticipating customer needs and surpassing customer expectations. They use results proactively to determine when they need to make changes – either their strategies lead to sustained improvement or they change their strategies. Increasing numbers of schools are now using a quality approach to improve student achievement. Experienced businesses can help schools learn quality principles and practices and apply them to managing the school and classroom.

BiE IN:
TRANSFORMING THE EDUCATION SYSTEM TO RAISE STUDENT ACHIEVEMENT

Increasingly, schools around the country, including Freeport, Texas; Pinellas County, Florida; and North Carolina, are successfully using Baldrige Criteria to increase student and system performance. A new nationwide campaign has been launched to make the Baldrige improvement strategy accessible to more school systems. This initiative - the Baldrige-in-Education Initiative, or BiE IN - is sponsored by the National Alliance of Business and the American Productivity & Quality Center in partnership with several national education and business organizations. BiE IN aims to provide the national infrastructure to accelerate and scale up implementation of Baldrige in states and school districts nationwide in order to meet state standards and achieve excellence and equity in education. BiE IN will:

- Forge a *National Leadership Infrastructure* to align education policy and practice;
- Work with a *Consortium of Six State Leadership Teams* to accelerate statewide roll out (MD, IN, IL, OH, TX, NM);
- Design and disseminate materials/provide support to state/local stakeholders, including *Business Partners*, to enhance success.

For more information about BiE IN, contact Haley Stein at the National Alliance of Business, 800/787-2848, or contact the American Productivity & Quality Center, 800/776-9676, or visit the web-site at www.biein.org.

Businesses can help schools create a collaborative school culture and implement quality management processes by:

- Using experts within their own firms to train school leaders in using collaborative management tools, using data to inform decisions, and implementing a customer focus;
- Engaging professionals within their own firms to teach school leaders how to use the Baldrige quality criteria as an assessment framework to improve school performance; and
- Encouraging school boards and administrators to adopt Baldrige as a framework for school improvement.

Advice to Business Leaders To Maximize Impact

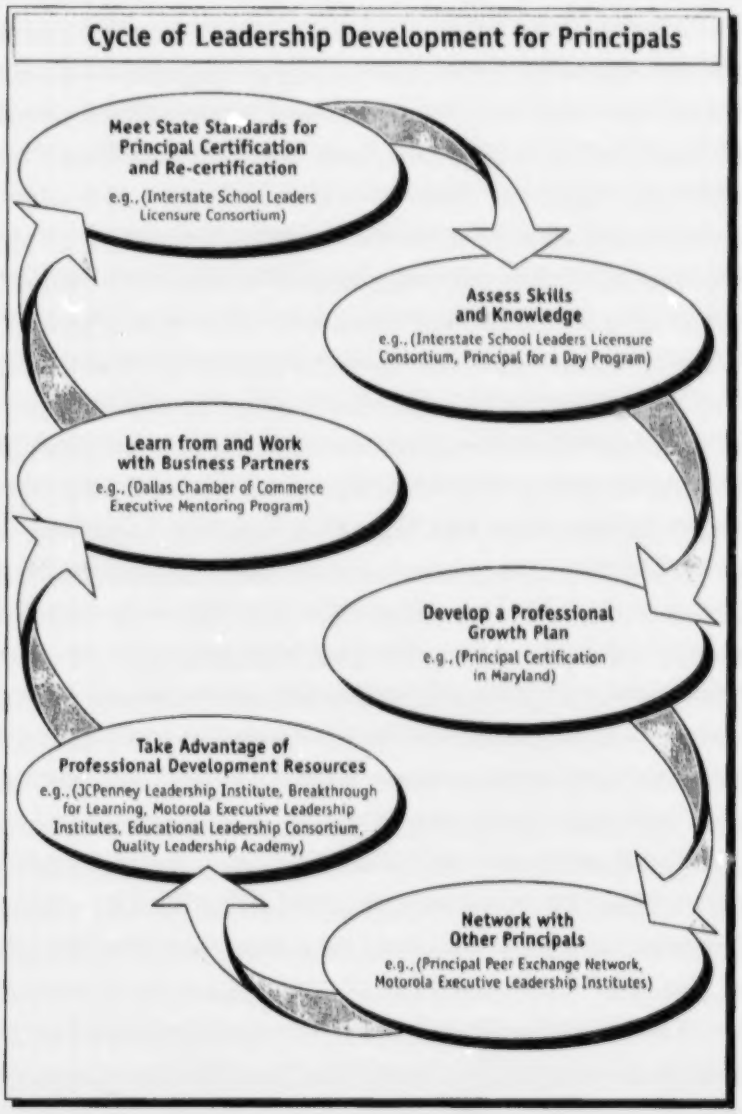
Business leaders can best enhance leadership development in education if they contribute in a way that reinforces a cycle of continuous improvement. Professional development opportunities and mentoring will have the strongest impact and be the most useful to principals if they are part of a professional development system, rather than a collection of stand-alone programs.

The diagram on the next page illustrates how all of the programs highlighted in this booklet fit into an aligned system of professional development for school principals and how contributions from the business community can fit into this system.

As a stakeholder in your community's school system, you can play an important role in supporting a cycle of continuous improvement in school leadership:

- Learn about the context within which education leaders in your community are operating by learning about your state's accountability and certification requirements for schools and school administrators.
- Encourage your community to create and sustain a professional development system, rather than continue to offer a collection of isolated or random professional development programs.
- Include educators when planning professional development programs, to ensure that your program meets the needs of principals and their schools and communities.
- Collaborate with educators and other businesses to fit your resources into the cycle of professional development for principals, rather than creating your own stand-alone program. Local business coalitions, such as a chamber of commerce, may have existing initiatives that can serve as a starting point.[3]

[3]Contact the BCER at 800/787-2848 or www.bcer.org for a listing of coalitions in your area.


Cycle of Leadership Development for Principals
Meet State Standards for Principal Certification and Re-certification
e.g., (Interstate School Leaders Licensure Consortium)
Assess Skills and Knowledge
e.g., (Interstate School Leaders Licensure Consortium, Principal for a Day Program)
Learn from and Work with Business Partners
e.g., (Dallas Chamber of Commerce Executive Mentoring Program)
Develop a Professional Growth Plan
e.g., (Principal Certification in Maryland)
Take Advantage of Professional Development Resources
e.g., (JCPenney Leadership Institute, Breakthrough for Learning, Motorola Executive Leadership Institutes, Educational Leadership Consortium, Quality Leadership Academy)
Network with Other Principals
e.g., (Principal Peer Exchange Network, Motorola Executive Leadership Institutes)

BEST COPY AVAILABLE

Quick-Reference → Resources

Information about schools and school leadership

- The Education Commission of the States web-site has helpful education-related information about your state's school accountability and teacher/school administrator certification requirements - www.ecs.org.
- The Interstate School Leaders Licensure Consortium web-site provides a comprehensive outline of suggested standards for school leaders – www.ccsso.org/isllc1.html.

Information about existing education leadership development programs

- The National Association of Elementary School Principals (NAESP) at 800/38-NAESP, www.naesp.org, and the National Association of Secondary School Principals (NASSP) at 703/860-0200, www.nassp.org have information on existing education leadership training programs in which you may be able to participate.
- The National Alliance of Business at 800/787-2848, www.nab.com can inform you about businesses and coalitions in your area that may already be involved in educational leadership development.
- A case study of the Motorola Executive Leadership Institutes will be produced in 2000 by Peggy Siegel, Director of Business/Education Leadership Initiatives at the National Alliance of Business.

Other successful strategies booklets produced by the BCER

- *Partnerships for High Standards: Putting Knowledge to Work*
- *Using Quality Practices to Improve Schools*
- *Charter Schools: Leveraging Business Expertise to Improve Student Achievement*
- *Improving the Quality of Teaching: The Business Role*
- *The New Twist Institute: Improving Student Learning through Educator in the Workplace Programs*

Information about NAB's Baldrige in Education (BiE IN) initiative:
(To order, contact NAB at 800/787-2848)

- BiE IN Overview
- **Baldrige in Education Brochure**
- **Baldrige in Education Guide.** A detailed "how to" guide aimed at those who want to know how to start the implementation process.
- **Case Studies.** An in-depth look at seven case studies done in collaboration with the National Education Goals Panel. Reports what these sites have done to implement Baldrige.
- **Curriculum/Instructional Materials.** Change management curriculum and instructional materials for BiE IN pilot sites on how to roll out Baldrige; followed by ongoing reports and guides of "lessons learned".

BEST COPY AVAILABLE

BUSINESS COALITION FOR EDUCATION REFORM
1201 New York Avenue, NW
Suite 700
Washington, DC 20005
Telephone: 800/787-2848
www.bcer.org

The BCER, a coalition founded and managed by the National Alliance of Business, is comprised of 13 national business-led organizations working in partnership with 600 state and local business coalitions to improve academic achievement for all students by supporting and expanding business involvement in education at the national, state, and local levels. The BCER supports efforts to: (1) raise academic standards for all students; (2) ensure standards reflect the knowledge and skills needed for workplace success; and (3) help the public understand the critical need for world-class academic standards and necessary changes for school systems to deliver them. Members include: American Business Conference, The Business Roundtable, Business-Higher Education Forum, Chamber of Commerce of the United States, Committee for Economic Development, The Conference Board, Council on Competitiveness, The Council of Growing Companies, National Alliance of Business, National Association of Manufacturers, National Association of Women Business Owners, U.S. Hispanic Chamber of Commerce, Utility Business Education Coalition.

BEST COPY AVAILABLE

BCER
Business Coalition for Education Reform

c/o National Alliance of Business
1201 New York Avenue, NW
Suite 700
Washington, DC 20005
Phone: 800/787-2848
E-mail: info@nab.com
Internet: http://www.bcer.org

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

NOTICE

Reproduction Basis

X	This document is covered by a signed "Reproduction Release (Blanket)" form (on file within the ERIC system), encompassing all or classes of documents from its source organization and, therefore, does not require a "Specific Document" Release form.
	This document is Federally-funded, or carries its own permission to reproduce, or is otherwise in the public domain and, therefore, may be reproduced by ERIC without a signed Reproduction Release form (either "Specific Document" or "Blanket").